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Dramatization in College Teaching

Journal of EDUCATION

BOSTON, MASS.
Vol. CXI, No. 22

June 2, 1930

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR JUNE 2, 1930

EDITORIALS:—
Modern School Books 603
The Modern Child 604
Professional School Principals 604
Congress on Mental Hygiene 604
A Boys' and Girls' Institute 604
Appreciation of Henry Barnard 604
A Pansy Day 604
Florence Holbrook Dinner 604
The High School Library 605
Emerson College 605
Patching With Statistics 605
Director of Illiteracy Crusade 605
BELDING'S PAGE 606
For the State 606
Pennsylvania Playgrounds 606
Community Growth 606
Why Stop at Words? 606
DRAMATIZATION IN COLLEGE TEACHING 607
By John D. Brooks
PRIZE COMPETITIONS IN THE SCHOOLS 609
By E. C. Broome
CHARACTER (Poem) 611
By Edgar Guest
DR. STRAYER'S ADDRESS 612
PHYSICAL EDUCATION LACKS AIM 613
By Harlan D. Crowell
THEY SAY 614
THE GLADNESS OF NATURE (Poem) 615
By William Cullen Bryant
ARE THESE YOUR PROBLEMS? 616
THE SCHOOL JANITOR IN THE SMALL TOWN 617
By A. J. Huggett
TEACHERS VERSUS PSYCHOLOGISTS 618
By Arthur Dean
CHARACTER CHATS 619
By Joseph B. Egan
Patience—I 619
Patience—II 619
Patience—III 620
Patience—IV 620
Patience—V 620
EDUCATION IN ACTION 621
THE BOOK TABLE 624
GRINS BETWEEN GRINDS 625
STOP WHIPPING CHILDREN 625
By Alice Park

JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.
Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorial

Modern School Books

MODERN school books are the inspiration of modern education. They are the enduring spirit of the school. They are the culmination of a wide range of talent, science and art.

The making of modern school books is one of the greatest responsibilities of the present day.

The message of a textbook must be as clear toned as a perfect radio message. The intrusion of an out-of-date fact or spirit is as much of a calamity as a buzzing, screaming static on the radio.

An out-of-date citizen, be he political or professional, can no more make, or select, a textbook for a modern school than a village blacksmith can take the static out of a radio.

Modern school books must be of wave lengths adaptable to children of three, six, nine, or twelve years of age.

Pupils learn from textbooks only when the message has a clear, attractive tone. The static interference of an out-of-an-tone author of a textbook is an educational tragedy.

No author can make a book on any subject unless the publisher has editors skillful in adaptation of every paragraph to the mental, social, industrial amplifier of the children who are to learn through its use.

No author can make a textbook for the advantage of pupils of three, six, nine, or twelve years safely or wisely unless its facts and spirit are adapted to the wave lengths for the amplifiers of children who are to learn therefrom.

The manufacture of school books to save less than five cents a day from the precious intellectual inspiration that comes into a child's life through school books should be regarded as a traitorous sale of human souls.

It is inconceivable that students of Phillips Andover Academy, under Principal Alfred E. Stearns, could so far forget good manners as they did after their May Day breakfast. Dr. Stearns has ideals for Academy boys far above the manners of public school youths. The boys apologized to the policeman, but classic scholarship should do something more than apologize for such conduct.

The Modern Child

IT IS A WELL established fact that children of the present generation are much more advanced in general information and have more power of initiative than ever before.

These conditions make it of the utmost importance that no teacher who has been more than twelve years in a grade or in the teaching of a subject be allowed to estimate the attainment of children now as formerly.

Professional School Principals

SCHOOL principals are professionalizing themselves as administrative leaders. Thirty school principals of Los Angeles are taking degree earning courses in the University of Southern California, and thirty other school principals of neighboring cities are taking similar courses in school organization, administration and modern education.

Congress on Mental Hygiene

FOR five days the City of Washington enjoyed the distinction of having the first International Congress on Mental Hygiene, and it was a meeting of high significance. We need but to refer to the closing program of the week, which was devoted to "Vocational Guidance of Adolescents," with speakers from Brussels, Sorbonne, Madrid, and New York City.

Mrs. Anna Y. Reed, representing the National Junior Personnel Service of New York University, the first department of Personnel Administration in connection with an American School of Education, emphasized the fact that vocational guidance is a factor in the integration of adolescent personality, is a major factor in adult vocational success.

A Boys' and Girls' Institute

FOR the fifth year Marie Sorum, superintendent of Emmet County, Iowa, has had a Boys and Girls Institute. This year's meeting was by far the largest and best of the series.

For two days the boys and girls of the county schools exhibited the result of their education activities in school and out for a year, and Estherville, the county seat, honored the boys and girls and their achievement in every conceivable way.

The county superintendent was the heroine of the visitors from far and near, as well as of the boys and girls of the county.

Appreciation of Henry Barnard

DR. JAMES L. HUGHES of Toronto, one of the best students of American education in the New World, writes:—

"I read in the Journal of Education for May 5 that a movement has been started to give Henry Barnard a place in the Hall of Fame. I cannot understand why he was not the first to receive that honor. I shall say no slighting word about those who have already been placed in the Hall of Fame.

"(1) He wrote the first *National School Law* ever written, and his national school law was adopted by every civilized country in the world without any change.

"(2) He started the first national public school in the world.

"(3) He started the first county convention in the world.

"(4) He stated the first state convention in the world.

"(5) He was the first Commissioner of Education in the United States.

"(6) His school law was the greatest gift ever given to the world from the United States.

"As the adopted son of Henry Barnard, I hope for a universal agreement that he should be placed high in the Hall of Fame."

California will enforce the school bus law, which requires all motorists to come to a full stop before passing a school bus loading or discharging children. School bus transportation must be safe, absolutely safe.

A Pansy Day

THOMAS E. N. EATON, of the Redlands, California, high school, on an early April day each year brings a thousand of the rarest pansies to be distributed among teachers and students.

In young manhood Thomas Eaton always wore a flower as a boutonniere. On April 15, 1865, at the age of seventeen he was in a New England village, with a rose in the lapel of his coat, when he heard of the death of Lincoln. He threw the rose away, and later substituted a pansy. For sixty-five years the pansy has been his favorite.

Thirty years ago he went from the Worcester (Mass.) Polytechnic Institute, where he had been a professor for twenty years, to Redlands, and has produced rarest varieties of pansies in vast quantities.

Florence Holbrook Dinner

A GOLDEN anniversary dinner in honor of Florence Holbrook's fifty years of service in the Chicago schools will be enjoyed by her friends on the evening of May 28 at the Palmer House.

No other city has presented such an opportunity since 1880 as Chicago has. In all of these fifty years Miss Holbrook has been in the forefront of professional progress. She has been an artist in subject teaching, and a creator of personalities in boys and girls. She has been a leader

among teachers, prominent in social life of the city, and a champion of international idealism.

For a third of a century Miss Holbrook was principal of one of the most scholarly schools in the country, and her school won high praise by national critics. Of late years she has been a prominent factor in creating one of the best colored junior high schools in the world.

Miss Holbrook has written attractive prose and verse for school use and impressive verse for the various causes that she has promoted.

The High School Library

MISS EDITH A. LATHROP of the Office of Education in an address before the Library Association, and printed in The Library Journal, makes the best analysis of high school libraries, past and present, large and small, that we have seen. It is sensible and scientific.

Speaking of libraries in high schools with more than two hundred students in up-to-date cities, Miss Lathrop says:—

"Now, rooms for libraries are as necessary as rooms for laboratories, auditoriums and gymnasiums; and librarians are as important as teachers. Today, the library is the very heart of the school, pulsating not only with the activities of every classroom and every laboratory, but also with the extra-curricular activities of the school. What goes on in the library is an index to the potency of the school."

More than 18,000 public high schools report to the Office of Education. Of these 11,000 have an enrollment fewer than 100. There are 6,000 with enrollment below fifty.

More than one-half of the high schools have fewer than 100 students, and one-third have an enrollment fewer than fifty.

Miss Lathrop emphasizes the requirements for all libraries of fewer than 100 students. This address will be of incalculable service if it is distributed among the high schools of the country.

The retirement of Bliss Perry from the Harvard faculty is an irreparable loss to the University and to American education. Professor Perry has done much to maintain the spirit of devotion to English classics which Longfellow and Lowell created. No Harvard professor has a personality more distinct and vitalizing than has Bliss Perry.

Emerson College

PRESIDENT HENRY LAWRENCE SOUTHWICK, and his associates, Dean Harry Seymour Ross and William Howland Kenney, sole owners of Emerson College, which has college property valued at a quarter of a million dollars, the largest student enrollment in recent years, and with degree granting power, have turned over their interest in the college to an Incorporated Board of Management, which guarantees the permanence of the notable educational institution. This movement has high significance in higher education.

Patching With Statistics

ONE of a multitude of brilliant paragraphs in the Annual Report of Dr. Charles R. Mann, director of American Council of Education, is the following fascinating characterization of the present situation in public education:—

"Charitably stated, present school practices are not universally recognized as wholly successful in helping young America get from the present the degree and kind of growth there is in it. Yet Americans are rightly proud of their public school system. It is steadily raising the general level of intelligence. This is of fundamental significance to national security. But it will never learn how to saturate souls with zest for our present great adventure into the wilderness of human nature merely by patching up present practices with statistics, co-efficients and charts."

Director of Illiteracy Crusade

RAY LYMAN WILBUR, secretary of the Interior, as chairman of the National Advisory Committee on Illiteracy has secured the services of Dr. M. S. Robertson as director of the committee's activities.

Dr. Robertson is officially responsible, under State Superintendent Thomas H. Harris, for the miraculous achievement in Louisiana.

In announcing the acceptance of this directorship Secretary Wilbur says:—

"We feel that our committee is fortunate in securing his services, for he has had an experience in Louisiana and the South in dealing with our problem that has not been confined to any one type of illiterate, but has been with the native-white, the foreign-born, and the negro. Louisiana's large French-speaking population and the congested areas in New Orleans, as well as the rural districts, have been under Dr. Robertson's direction in the illiteracy campaign. In addition to his experience in our field his scholastic attainments and his connection with a State Department of Education have fitted him for the position which we have offered him."

More than a hundred thousand illiterates in Louisiana and Georgia are reading to learn and earn delightfully and profitably, none of whom expected ever to read or write twelve months ago.

All of these have this attainment because of the skillful management of Dr. Robertson, who has thus rendered the greatest service to civilization that has ever been rendered in the same time by any agency or activity in the world.

Belding's Page

FOR THE STATE

A MOTHER who had toiled long hours to keep her children in school, explained her interest in education. "I want my boys and girls to go to school so they won't have to work," she said.

It doesn't turn out that way, of course. Education imposes added responsibilities upon the educated. Many of them work harder than they would have worked had they received less instruction.

The public provides the higher educational opportunities, not for the purpose of enabling some of its citizens to rise upon the labors of others, or "to ride on top of the stage coach," as Edward Bellamy once phrased it. To maintain schools at general expense for such a purpose would be a gross misuse of public money.

Education in an amount equal to the capacity of each child should be furnished, not for the sake of the individual child alone but for the sake of the contribution which the educated child is likely to make to the whole of society.

Happily, the process may also add to the happiness of the child, and often does. But such is not the underlying purpose, justifying the spending of taxpayers' money on advanced instruction, or on elementary instruction either.

PENNSYLVANIA PLAYGROUNDS

THE article headed "School Yards Have Changed," which appeared on this page May 19, fell under the eye of a reader who thought something should be added to it. He is Lee L. Driver, director of Rural Service Bureau, of the Pennsylvania Department of Public Instruction, at Harrisburg. He is quite right in believing that his state is doing something worthwhile in requiring abundant play space around each new school.

Mr. Driver writes:—

"I have read with pleasure your discussion in the May 19 issue of 'School Yards Have Changed.' There is another phase in which school yards have changed also, and that is as to the size and other adaptabilities for play.

"Pennsylvania has had a standard of a minimum of two acres for a consolidated school for six years. It is interesting to note that very seldom are we asked to approve a site of that amount—usually four acres or more.

"We are to dedicate a building tomorrow night at Stonycreek township, Somerset County, that is located upon a twenty-nine-acre lot of ground, which contains among other things a fine stream and as fine a grove of maple trees as anyone ever saw. Isn't this a wonderful setting for a rural school attended by four hundred children from sixteen closed schools?"

COMMUNITY GROWTH

THIS is the year, the one year in every ten, in which communities are on tiptoe to see that every inhabitant is counted. No one must be overlooked. Every chamber of commerce, every group of boosters, insists that the home town must show a substantial growth.

And this is natural. A town that fails to grow may have something the matter with it. Outsiders are apt to think so, at any rate.

But numerical growth is by no means a true index of a community's development.

It is possible to have an expansion of population that is so rapid as to be harmful. A mushroom city is a poor place to live, though it may be, for a time, a wonderful place in which to gather riches.

Growth in intelligence and in a civic spirit which makes for a more wholesome and a better governed community—these are far more difficult to measure than mere numbers, but they are the genuine gauge of advancement.

Far too much emphasis has been put upon quantity, in judging the make-up of communities and commonwealths. More stress upon quality is needed.

Another point which may be beside the point is the focusing upon anniversaries. Even a tercentenary may be overworked, if all that is sought is the ministering to present pride by recalling an illustrious past.

Today's and tomorrow's citizenship; today's and tomorrow's environment and civilization levels—these are the things that count supremely.

WHY STOP AT WORDS?

THERE is food for thought in this word-typewriter, said to have been invented by a German engineer. The inventor examined a large number of business letters, and discovered that half of the words used were the same hundred, repeated over and over.

So a keyboard of 164 keys was devised, most of the keys producing complete words at one stroke.

Isn't it time for some one to go further and see how many whole sentences in business letters can be written at a stroke?

Anson W. Belding

Associate Editor.

Dramatization in College Teaching

By JOHN D. BROOKS

Wilson College, Chambersburg, Pa.

"NOT dramatization in college teaching!" I hear you say. "Surely no college professor would commit professional *hari-kari* by using a method of such direct appeal as that, nor would he use any method borrowed so directly from the primary school, however efficient and satisfactory it might prove."

A professor may be turgid, his voice squeaky or almost inaudible, his manner listless, his material musty and opaque, and largely cribbed from miscellaneous sources. It may be droned out by the purely lecture method to a group of students apathetically inditing ofttimes illegible, and sometimes unintelligible notes (as though the mimeograph had not yet been invented), yet such a college professor does not suffer professionally thereby. Like Tennyson's brook he goes on year after year. Growing ossification, even complete petrification, may actually enhance his reputation in many collegiate circles.

Even, perchance, should he wake up, project himself ahead fifty years to the present day, and use modern methods that have proven their effectiveness through measured tests, it would be considered startlingly out of place, and would probably be as fatal to him professionally as though he appeared before his classes garbed as a clown or a ballet dancer.

Yet, despite all this, I must humbly plead guilty to dabbling with modern methods, irrespective of what source derived, in my college teaching. This in a Department of Education, too. The Department of Education in many liberal arts colleges of the present day is an educational Cinderella, an unwanted alien, foisted as a constant challenge and irritant into a group of intelligentsia, many of whom habitually look over their shoulders for light, guidance, and ideals. The teaching of improved methods, new devices and the results of modern research in teaching practices in the Department of Education inevitably seeps through into the old-line departments of the college and is interpreted as implied criticisms by self-convicted members of those departments. This does not tend to departmental popularity for education. But how can it be avoided? Human nature is the same in collegiate circles as elsewhere.

I have felt constrained to utilize modern methods in my own teaching for two reasons. First, the college enrollment in the present day is very cosmopolitan. Going to college has become so common as to be almost universal. The old-time college student was a highly selected individual. He could tolerate the prevalent college teaching methods. Our heterogeneous student group of the present day does not have this resistance. It shows its revulsion in a variety of ways. The class-cut allowance is always utilized to its limit. No announcement awakens such hilarious enthusiasm as "Prof. X is sick today and will be unable to meet his classes." Week-ends are spent in neighboring large cities to the great distress of the presidents of Yale, Smith, *et al.* Hooch, despite prohibition, still provides surcease for some. Automobiles were so popular an outlet that they are now absolutely banned. Great athletic contests with hired gladiators posing as students serve as palliatives to bored collegians of the present day, just as the old gladiatorial combats distracted and soothed the turbulent, hungry mobs of ancient Rome. I felt impelled to use modern methods of teaching in my teaching of education to overcome in some degree this condition by providing the relief and distraction a different method of teaching would afford. I was encouraged, too, by the additional fact that they at once proved really attractive and effective.

The second reason is in the interest of demonstrating the possibility and advisability of consistency in one's own teaching method and the teaching practices we promulgate for our students. Heretofore, practically all teachers of education apparently have studiously avoided using the methods they teach. They refuse to follow their own prescriptions or to take their own medicine. They seem to teach by indirection largely; their example thus being purely negative. Their methods are a perfect exemplication of what should not be used in the classroom. But is not consistency a jewel, even in teaching? Illustration is a most effective device with any grade of students. Why not then be consistent by letting the teacher's procedure in methods classes illustrate his teachings?

We began along these lines rather modestly seven years ago. Our first lesson was on classroom routine and procedure. Readings and references had already been assigned. Based on these the class decided on the best scheme for class seating and arranged themselves accordingly. The routine for quick, convenient distribution of notebooks, papers and other material was planned and adopted. Individuals were named to look after the heating, lighting and ventilation of the classroom. Cards giving general information about each student were outlined and filled out. The

work for the semester was surveyed, and the average daily assignment was estimated.

Each day's lesson was planned to be an actual demonstration of the method taught on that day. When the socialized recitation was studied, the recitations were socialized, and each lesson criticised as an illustration of that particular method. Likewise with the problem and project method, supervised study, appreciation, the laboratory method, and so on through the list. The responsibility for devising ways and means for bringing this to pass was placed definitely on one or two selected members of the class designated sufficiently long before hand. Those having majors in the subjects in which the particular subject matter or method could be most profitably utilized were always given the preference in these selections. These met in conference with me, several times if necessary, before the assignment was made, and finally submitted a fully developed lesson plan to me for criticism and approval. The students in charge for the day then made the assignment and conducted the lesson.

The lesson on "Training in Expression," for example, was a particularly effective one. The leaders planned to have a typical high school morning assembly. "Patriotism" was chosen as the central theme, as the lesson happened to come on Armistice Day. The exercises exemplified the different forms of expression through which patriotism might be taught to high school pupils. The leaders asked for that day that the class might meet in the small gymnasium, as a large platform and a piano were available there. Expression through music was shown by appropriate piano and vocal selections. Posters collected in France during the World War were about the walls illustrating patriotic expression through art. Two students, attired one as a sailor and the other as a soldier, came on the stage with the national colors and gave a patriotic dance. Poetic expression was illustrated by the following original selection written by a member of the class.

TO OLD GLORY.

You may be tattered with battles,
  You may be soiled and worn,
You may be riddled with shrapnel,
  You may be battered and torn.
But always, ever, old glory,
  The red, the white, and the blue,
The symbol loved of our nation,
  We pledge allegiance to you.

Literary and oral expression was shown by recitations selected from Hale's "The Man Without a Country."

Most unconventional, you will say. Yes, but the students were alive, alert and interested. The subject matter really got over to them. It gave a practical demonstration of assembly work as well as illustrated the actual theme of the lesson.

In the lesson on "The Art of Questioning" each general form of questioning was illustrated before the class by students designated for that duty in the assignment. The Socratic dialogue given below, planned and written by a member of the class, will serve as an example.

Socrates, with his long staff in his hand, appeared in the classroom walking slowly, apparently in deep thought. Alcibiades, a sprightly youth, is passing him hurriedly, when Socrates inserts his staff deftly between Alcibiades' feet and trips him up. The following dialogue occurs:—

Alcibiades (angrily with hand raised to strike)—"What, thou gray beard! Darest thou trip me up? Were it not for thy gray hairs neither thy reputation for wisdom nor thy valor at Potidea would save thee from the castigation thou rightly deserveth."

Socrates (raising hand)—"Halt, impetuous youth! Such haste as thine is justified only by a search for wisdom. Would'st thou know truth?"

Alcibiades—"Truth, what is truth? Where may I find it?"

Socrates—"Truth, like the illimitable air, is everywhere about us, unseen, yet awaiting our discovery and service."

Alcibiades—"How may I know truth? Teacher, instruct me."

Socrates—"First, thou must comprehend the profundity of thine own ignorance. Then thou must know those arts of thought and logic by which truth, like the timid hare, is tracked to its lair. Here, with my staff, I draw this figure in the sand. (*It is really drawn with chalk on the blackboard.*) See, it has four equal sides, and each side is just one span in length. What area is encompassed by the sides?"

Alcibiades—"Surely, it is one square span."

Socrates—"Alcibiades, thou reasonest well. Now, what area would be included in a similar figure two spans on each side?"

Alcibiades—"Surely thou mockest me by pressing such simple questions. What else could it be but two square spans?"

Socrates—"Alas! I fear thy reasoning is at fault. Take the staff and extend each outer side to two spans and complete the figures."

Alcibiades—"Alas! I perceive I am a bonehead. Plainly it is four square spans."

Socrates—"And such a figure four spans on each side?'

Alcibiades—"Surely sixteen square spans."

Socrates—"Well done, glad youth. Thou hast comprehended a great truth. Canst thou put it in words for me?"

Alcibiades—"It would be stated thuswise, I think: Similar figures vary in area according to the squares of their like dimensions."

Socrates—"Well, done, indeed. Thou hast learned three great truths: thine own ignorance; the

art of reasoning; and an universal principle of geometry. Walk with me, I would instruct thee further."

In demonstrating the direct method of teaching modern languages, we utilized the services, as teacher, of a native of Finland who happened to be a member of the class. This insures having a language none of the class know, thus giving them exactly the average student's viewpoint in beginning a strange language. For twenty minutes this girl drilled the class in Finnish by the direct method, thus not only illustrating the method but giving each student an inside view also of the beginner's difficulties and perplexities.

Of course, we are aware that there is nothing original about this whole idea. It is as old as Squeers in "Nicholas Nickleby." But how many colleges do or would use it? In how many, on the other hand, is method taught wholly either memoriter from the textbook or by the lecture method, both of which methods in the same voice are condemned and decried?

Do we need four-year courses in methods in teachers colleges or elsewhere? Heaven forbid! We can teach very little method specifically. Like morality, it is taught best by indirection and by example. Without a large interpretive background of actual experience the point of rapidly diminishing returns is soon reached with practically all students in methods classes, and additional specific methods become "as sounding brass and tinkling cymbal." If all teaching in each subject were what it should be, formal methods would become merely a matter of recall, and could be perfected largely through practice teaching under supervision. Let Departments of Education lead the way by using the methods they have heretofore so lamely tried to teach, and thus assume, at least, the virtue of consistency.

Prize Competitions in the Schools

By E. C. BROOME

Superintendent, Philadelphia

WHEN we speak frankly on the subject of prize competitions, we run the risk of causing offence to some of our well-meaning and generous-hearted patrons, who are desirous of encouraging pupils in the schools by offering individual prizes for competition in school work. This practice is such a long-standing one, and has received such an honorable and conspicuous place in many school systems, that doubtless few have stopped to consider whether it is a valuable practice or whether it actually defeats its own purpose. Prizes are given for all kinds of competitions, such as spelling-bees, posters, essays on subjects which are of particular interest to the prize-giving individual or association, such as good roads, care of animals, prohibition; and the school people who are courageous enough to question the advisability of prize contests are mistakenly regarded as opposed to good roads, the care of animals, or prohibition, or whatever the particular subject may be.

The only way proper to approach this subject is, I believe, from the angle of its educational value: Does the giving of individual prizes for school competitions serve the cause of education, or does it serve some particular project in which some individual or organization may be interested? In ninety cases out of a hundred, it is the latter. If this question should be asked, namely: Who would secure the greater benefit from this competition, the pupils, or the prize-givers, the answer in most cases would probably be the prize-givers, whose cause is advanced through the publicity which the competition is given in the newspapers and throughout the homes of the pupils; and who, either personally or through his organization, is brought into the limelight as a benefactor of schools. This may not be the motive that actuates some of the more worthy prize contests, but the result is the same.

Now, let us look at the subject from the side of the child. Let us take the case of a prize offer by the Horse-Shoers Association to the pupils in the graduating class of a high school for an essay on good horses. The prize for the best essay may be ten dollars; for the second best, five dollars; for the third best, two dollars and fifty cents. What happens?

First, the attention of the pupils is diverted from the regular course of study, which they are expected to complete within a given time, to a study of horses. Second, as there are only half a dozen students in the class who stand any likelihood of securing the prize, they are the only ones who enter the contest. The others are uninterested. Third, the few who compete collect all the information they can on the subject of horses, from the encyclopedias, reference books, and so forth, and commence to write. Because of the keenness of competition among the participants, and the desire for the tangible rewards, two or three of the contestants secure help from older members of the

family, possibly from an older brother or sister, or father or mother, who are college graduates. The other contestants come from homes where they have not the advantage of expert assistance. Fourth, the compositions are submitted to a teacher or teachers of the school, who spend a great amount of time going over them; and finally they select the best three. Probably those selected will be those of the contestants who secured help at home. Fifth, at the commencement exercises the president of the Horse-Shoers Association secures a place on the program, makes a speech, and presents the prizes to the successful competitors; and they stand out in the minds of the audience as samples of the best products of the school.

Now, what is the effect of this? First, the subject, which may or may not be of any educational value, has been made unduly prominent by being the subject of an essay contest, and in the minds of the public it is elevated to an importance far beyond its real worth. If the purpose of the givers of the prize is to interest the school in the subject at issue, the purpose is practically defeated, because only the very few, who are good writers, and who stand a chance, have responded. They have responded, moreover, not from any particular interest in the subject, but because of a stimulus entirely outside of the subject, namely—the cash prize. If the winners are successful by reason of outside help, they become confirmed in the opinion that dishonest practices pay,—a harmful ethical experience. What is still worse, if their classmates know or suspect that the winners have been successful because of outside help, all that the teachers have been endeavoring to impart to the pupils in regard to honesty and fair-dealing is looked upon with suspicion, because here is a case right before their eyes where honesty is not the best policy. Again, one of the fundamental purposes of education has been defeated. Also so much prominence is given at the commencement exercises to the prize winners that the public gains a distorted impression as to what is the most important function of the school, and who are its worthiest representatives.

Of course, I have presented the worst kind of a case—the case of a competition for cash prizes on a subject of little educational value. If the subject were of greater educational value, and the individual prizes were not cash prizes, but books, or medals, or other objects not negotiable, and if a safeguard were provided to prevent children from cheating in the contest, the particular competition would be less objectionable, but there would still be fundamental and valid objections to this sort of contest. One important objection is that it stimulates only the very few who have any chance of succeeding, and leaves the majority of the pupils unaffected. But the most important objection to the prize competition is that it offers an artificial and extraneous stimulus for doing a task well which should be done well from the higher and worthier stimulus of the satisfaction of a task well done.

We American people seem to have a passion for prize competitions—from prizes for selling the most magazines to prizes for painting the best picture. In material competitions, such as selling magazines, the objection is not so serious. In fact, it is conceivable that the thought of a prize would put a little legitimate zest into the job of selling magazines. Prize giving becomes less defensible, however, and ought to be less necessary, as the enterprise becomes more exalted. One wonders whether or not Raphael would have painted better Madonnas, or whether Beethoven would have written better sonatas, or Milton better poetry in a prize competition. There is a long distance between selling magazines and writing an immortal poem; but somewhere along the line there is a point where we should stop and consider whether or not we are dealing justly with the children by offering them material prizes for achievement when the satisfaction of work well done is a worthier reward. When they ask for bread, we may be giving them a stone. Isn't the satisfaction of having written the best essay in the class, and perhaps of having it read in the classroom, a more dignified and appropriate reward than a ten-dollar bill? Isn't it better to win a race for the glory of the school than for a five-dollar gold piece? Isn't the satisfaction of excelling in writing, or spelling, or reading, or conduct, in itself the worthiest reward? If we have come to the point in the training of children where we must resort to more material stimuli than the satisfaction of a task well done, is there not something amiss with our educational methods? We recognize the necessity of occasionally offering an inducement to little children who are not old enough to understand the significance of the task to be done, as a recognition of achievement; but such rewards should not be given for success in competitive contests. Unless we are training our children to perform intellectual, moral and spiritual duties for the satisfaction only of work well done, we are not training them in proper ideals of conduct.

We do not deny the fact that proper competitions do stimulate activity and interest in worthy objects, but we believe that the healthiest form of competition is the kind of competition in which an entire class or an entire school enters into competition against another class or another school, for a reward which the whole class or school may enjoy. Such prizes, instead of encouraging individual selfishness, tend to develop teamwork and the spirit of co-operation, which are very much more valuable social qualities, and are educationally worth while. Even when awards are given for inter-class or inter-school competitions,

is is preferable that those awards have more sentimental value than actual value; such as trophies, placques, banners, and the like.

There is a type of individual award which is coming much into vogue, and which has a good deal to be said in its favor, that is, the award which any individual may attain by showing marked improvement over his own efforts, or by striving to attain a definite standard of performance for his age or grade. The medal contests which are held by departments of physical education are an example of this type of individual award. The award itself may be nothing more than a ribbon, or a badge, or a celluloid button, but the principle is sound, and is this, namely—that he is most deserving who of his own effort develops to the fullest the talents which he possesses.

The American love of competitive displays is threatening the welfare of children in another way. I have in mind contests which take individuals, groups, and teams of children away from home, and often from school, to compete with other individuals, groups, and teams, at long distances away. Such contests are often sponsored by well-meaning organizations, whose members may be sincere in the belief that they are developing patriotism, or athletic, debating, or oratorical abilities, or building character, or affording the participants an opportunity of seeing the country. Taking children away from home for such purposes is really an exploitation of them, although it may not be so intended. There are sufficient opportunities for athletic, debating, or public speaking contests between the schools of the same city, or with those within near distance, without the necessity of taking immature boys and girls from home for several days or a week at a time, away from the influence of parents and school. There can be no advantage to the children from such practices that can compensate for absence from home or school. The nerves of children are sufficiently stimulated by the hectic life of today, without the added excitement of state and national contests, the strain of travel, the loss of sleep, the interruption of school work, and the interference with the regimen of home life.

Another serious result of such exploitation of children is that many get their heads turned, and find it difficult to adjust themselves to normal life after such excursions. They acquire a craving for applause and the limelight, and acquire a distorted idea of values which it is difficult to correct.

Another objection to state-wide or national contests is that the amount of time and energy required in preparation by the participants is far out of proportion to the educational value of the contest.

Undoubtedly, a quiet, well-ordered, carefully supervised life at home and at school, with wholesome and rational recreation and consistent spiritual guidance, is best for young people. An educator once facetiously suggested that he would like to add to the many special weeks an arithmetic week, a spelling week, a reading week, and a let-'em-alone week. The suggestion is a good one; but probably we should all like to see the let-'em-alone week extended to a let-'em-alone year, and have it proclaimed by the president for national observance.

Character

By Edgar Guest

Run out the race unto the end
And finish where you can,
Or lose or win, when you come in
Be none the less a man.

Play out the game unto the last,
And if you fail today,
Come home content your strength was spent
In learning how to play.

What if another takes the prize?
There's many a prize to be;
And an honest name holds longer fame
Than a last week's victory.

Use all you have of strength and skill,
But never try deceit,
You can keep your grin if you've cheated been,
But not if you're the cheat.

Run out the race unto the end,
And conquer if you can,
But lose or win, when you come in
Be none the less a man.

—Boston Herald.

Dr. Strayer's Address

(Remarks by Professor George D. Strayer at the Banquet in Honor of His Twenty-five Years of Service at Teachers College, Columbia University, May 3)

THE career of any man is determined primarily by the contributions which he receives from others. He starts with that inheritance which is provided by his ancestors. If he is fortunate, his mature life is most certainly determined by his most intimate companion in life.

I believe that Teachers College is the most friendly place in the world. I remember with what delight I became acquainted with the Dean and the other members of the faculty of Teachers College when I became a student in this institution in 1903. I came in contact with a friendly group of men who seemed anxious to know me personally and to encourage me in my work by friendly counsel and advice. They seemed not to weigh the cost to themselves in time and energy. They embodied in their own teaching the high ideals and the scientific outlook which they taught in the classroom.

And I was fortunate, as well, in the friendships that were formed with the students in attendance at Teachers College. I look at them now as the forerunners of the long line of students with whom it has been my good fortune to be associated and from whom I have learned more than I have taught them.

When my relation to the institution changed to that of a member of the staff, again I was a most fortunate youth, for my immediate chief was Professor McMurry, and my dean the man who in my judgment is the greatest administrator and the kindest friend with whom any teacher has ever had the good fortune to be associated. In the more recent years I have had the good fortune and satisfaction which has come from working with Dean William F. Russell, who continues to carry forward the program developed by his father, and adds to that his own personal contribution of good will.

As time went on and I was given an opportunity to share my work with others, I found the spirit of Teachers College in my association with these younger men who came into the service of the institution. I am persuaded that the ideals and nobleness of purpose which characterized the work of Grace Dodge and her associates in the founding of Teachers College persist and are effective in the lives of men and women as they come into the service of Teachers College.

I wish it were possible for me to express as I would like to do my satisfaction and delight in that group of friends who have been my students. I know of no man who has had greater good fortune than has come to me in association with them while they were students and in continued contact with them and the work which they are doing in the field.

Progress in the administration of public education in the United States during the past twenty-five years has been due primarily to two major factors: the first, the application of the scientific method to the solution of administrative problems; and, second, the better professional preparation of those responsible for the administration of our schools. Tradition and pride of opinion have in large degree given way to scientifically determined procedures.

There is no major phase of school administration that has not been made the subject of scientific inquiry. In increasingly large proportion, men and women working in state, city and county school administration have been in attendance upon university courses designed to provide for them specialized professional training. These men and women, actuated by the spirit of scientific inquiry, have revolutionized administrative practice. It matters not whether one inquires concerning the organization of the administrative staff, the development of schools, of classes, or of curricula and courses of study, everywhere one finds the weighing of evidence and the willingness to be guided by conclusions arrived at scientifically. For the first time in the history of the world, schools have been organized and administered by men and women who measure results, who recognize the facts of individual differences, and who have sought diligently to adjust their schools to the needs and capacities of those who are registered in them.

But my interest is primarily in the work to be done in the years which lie immediately ahead. If public education is to keep pace with the demands that are made upon it, it will be because we recruit for the administrative service a group of able men, professionally trained to administer this most important governmental service. The superintendent of schools who is to carry forward the work of public education must be prepared for his work, must have a kind of training which will prepare him to do his work in the complex industrial society which the schools are organized to serve. He must be able to appreciate the relationship of the schools to other social forces; he must understand the limitations which operate to define the area in which the school may work to best advantage. He must be forward-looking. He must be able to think and to plan in terms of the individuals who compose the school population and of the society which has set up this institution.

I confidently believe that we are rapidly approaching the time when our public will demand that the men who are to exercise the large responsibility entrusted to state, county and local superintendents of schools shall have had training equivalent to at least that which we require in the professions of medicine and law. The need for a sound liberal education and for a prolonged period of professional training is greater for the man who would administer public education than for those who would engage in the private practice of law or medicine.

Physical Education Lacks Aim

By HARLAN D. CROWELL

Assistant Superintendent, Stamford, Conn.

THIS is an age, at least in America, of great acceleration but of questionable purpose. Activity of itself is of little value. Speed is only important when the direction and destination have been set and are constantly and clearly recognized. This paper sets forth many questions in the field of the philosophy of the program of physical education. A car that is not in gear, but with the engine racing wildly, gets the driver nowhere, nor does one in top speed with the throttle open reach Boston headed west on the post road to New York. It makes quite a difference on the football field which way a player is running. The simple fact that he is running is of little value.

It is recognized that it is far easier to sit on the mountain top, view the activities of folk around us, and then question and criticise, than it is to submit worthwhile constructive programs looking towards greater progress. However, if one philosophically-minded can raise thought compelling questions, which stir the experts to intellectual activity, it is probable that some good will result.

Every supervisor should have a philosophy of education. The curious-minded should receive satisfactory answers to such questions as, "What is it all about? Why are such things going on? What is being accomplished? Is it worth accomplishing? What is the target at which you are shooting?" Not to be able to answer such questions proves conclusively that the supervisor has no philosophy and is as likely to be on the wrong track as the right one.

It should be further remembered that for many pupils not only may such activity be useless, it may be positively harmful. It is a great responsibility to have entrusted the preservation and development of the physical body of countless different individual children.

It is not difficult to prove, therefore, that supervisors of physical education need occasionally to pause and take findings and set the ship on its proper course again. Is this not the idea which leads the merchant to pause and take account of stock, or the sea captain at noonday take findings in mid sea? So we must ask ourselves: "Where do I want to take these children, and are they getting there?"

The following list of questions are provocative only of second thought: Why is the college athlete at forty so often a poor risk for the insurance company? Whose fault is it? Where was the slip made? Could it have been prevented? Is our training such now that our present athletes will be poor risks when they are forty? He whom physical education supervisors hold up to the world as a perfect specimen should be our national pride throughout life, not while in school and college only.

Why is it that so many successful football players develop such a swagger that they are obnoxious to the school and later find it difficult to get a job? What attitude training are we overlooking in our program that such a result could come? Is it possible to change this? Whose task is it? What can the physical education supervisors do about it?

Why do some of our best girl athletes lose all appearance of having a feminine nature and rather mimic only the coarsest and roughest qualities of boys? You may not agree that is true, but it is in far too many instances, not to merit our serious consideration.

Why is it that in one school we see dozens of basketball, soccer, and football teams, and in others only one? This question can't be answered until one holds a definite philosophy of physical education upon which to draw for an answer.

Is our program one that carries over into all the activities of every-day life? How can we build a nation of healthy individuals unless it does?

Why does one town build large gymnasiums, buy playground property, apparatus, parks, employ physical education supervisors, athletic coaches, and recreational directors, and another town won't spend a cent for these fads? Isn't this somewhat upon the shoulders of the local supervisors?

Should our great aim be achieved at the end of the sixth, seventh, eighth, or ninth years, or just where?

Why do some superintendents take an interest in these problems of physical education and why do some not?

Why do some teachers ask thought-provoking questions, think about them, and answer them,

(*Continued on Page 615*)

They Say

RUPERT HUGHES:—

"Today a woman can have almost as much freedom as she is brave enough to take."

DR. GEORGE D. STRAYER:—

"Progress in the administration of public education in the United States during the past twenty-five years has been due primarily to two major factors; the first, the application of the scientific method to the solution of administrative problems; and second, the better professional preparation of those responsible for the administration of our schools."

HON. WOODBRIDGE N. FERRIS:—

"If America is to make further progress she must recognize the tremendous value of adult education. Every effort that favors home study lifts the pall of ignorance. It is high time that Americans recognize the importance of organized home study."

STANLEY BALDWIN:—

"The more dangerous thing, and much harder to get rid of than the inferiority complex, is the superiority complex."

JOHN D. ROCKEFELLER, Jr.:—

"The real purpose of our existence is not to make a living, but to make a life—a worthy, well-rounded and useful life."

WALTER DILL SCOTT, president, Northwestern University:—

"When we consider the home study courses that are available today we must admit that the marvel of the age is not the aeroplane, but education."

FRANK CODY, superintendent, Detroit:—

"History should be not a mere accumulation of facts about the past, but a means for cultivating breadth of view, tolerance and wisdom. Arid and useless chronicles must give way to a vitalized history that seeks to replace archaic ideals, fears and superstitions by truths that conform to the actual situations of today. It behooves us, then, to become more historically minded, to seek to interpret the lessons of the race, social, moral, and intellectual, for the betterment of the world today."

FREDERICK G. NICHOLS, Harvard University:—

"When the junior school first came into existence it was expected to hold nearly all pupils one year longer, but it was not expected to send a large proportion of its graduates into the senior school. But this is just what has happened. Consequently vocational preparation has moved down to fifth place in the list of desirable prevocational outcomes of junior business training."

HOWARD E. WILSON, Harvard University:—

"The foundations of the civilization that we enjoy were laid by our primitive ancestors in Europe thousands of years ago. They developed language, and learned the advantages of co-operation. To the achievements of primitive man the Babylonians and Egyptians added writing, better tools, and the beginnings of science and government. The Phoenicians developed the alphabet; the Hebrews contributed religious ideals. The Greeks added achievements in the fine arts and taught the race how to think well. The Romans, preserving all these previous achievements, added practical science and engineering and improved methods of government. The Teutons, who conquered the Romans, invigorated civilization with new blood, preserved Christianity, and founded many of the modern nations of Europe."

GUSTAVE STRAUBENMULLER, associate superintendent, New York:—

"Incorrect performances in any field may be tolerated in school; as objects of scientific study they may even be interesting and valuable; but in life they are valueless as well as harmful; they attach to the performer the stigma of inadequacy and inferiority. As school prepares for life, correct performance and avoidance of error are obligatory upon us.

"How to avoid errors is more important than how to correct them—and it is easier. When errors do occur—and they have a habit of doing that—a systematic warfare should be made upon them in school. This warfare will, of course, be less strenuous, less time-consuming, and more fruitful if correct, workmanlike performances have been insisted upon from the very beginning. The aim should not be to *find* errors but to avoid them. Teachers have too long evaluated the work of pupils by the number of mistakes or errors, and then dismissed the matter. That is not the way of the world."

SOPHIA H. Ervin, High School, Wheeling, W. Va.:—

"Interest is the key that unlocks the door of learning."

Physical Education Lacks Aim

(*Continued from Page 613*)

while in other systems they do not?

How much of your work can you get done by someone else and how?

Why do some classroom teachers teach with the lights on and the shades down? Why are some classes of children sitting in chairs and at desks of proper height while others are not? Why is the air in some rooms vile, and others not?

Why are the hands and faces of children in some rooms clean and others dirty? Whose fault is it that the child who squints doesn't have glasses? Why is it that children's teeth generally are in such poor condition? Whose fault is it that the deaf child sits as often in the rear as in the front of the room? Why do most of us walk awkwardly, sit poorly, and breathe improperly?

If health is really important in life, how much time in the weekly schedule should be devoted to it? In what grades should physical education be elective, and when should it be required?

Is it true that over-training in athletics or physical education produces laziness and idleness in the classroom?

Do you believe in movable or fixed furniture in the classroom?

What should the pupil know, what habits should be built at the end of each rung of the ladder, and what has he to carry on with when he leaves our supervision?

The philosopher may properly ask such questions of the expert and hope eventually for satisfactory answers from the profession.

It is hoped that answers to these questions may be forthcoming from the professionally-minded supervisors of physical education.

The Gladness of Nature

Is this a time to be cloudy and sad,
When our Mother Nature laughs around;
When even the deep blue heavens look glad,
And gladness breathes from the blossoming ground?

There are notes of joy from the hangbird and wren,
And the gossip of swallows through all the sky;
The ground squirrel gayly chirps by his den,
And the wilding bee hums merrily by.

The clouds are at play in the azure space,
And their shadows at play on the bright green vale,
And here they stretch to the frolic chase,
And there they roll on the easy gale.

There's a dance of leaves in that aspen bower,
There's a titter of winds in that beechen tree,
There's a smile on the fruit, and a smile on the flower,
And a laugh from the brook that runs to the sea.

And look at the broad-faced sun, how he smiles
On the dewy earth that smiles in his ray,
On the leaping waters and gay young isles;
Aye, look, and he'll smile thy gloom away.

—William Cullen Bryant.

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Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS IS CONDUCTED BY A SCHOOL EXECUTIVE.

362. I have come to believe that teachers need to read more widely. How can we get them to do it? (California.)

If a teacher (and I regret to say we have some) has no love for reading; if she has not formed the reading habit early in life, you have to face the situation that she will probably never be a great reader, and that what she does, especially in the beginning, will have to be from a sense of duty.

The schools have a right to expect that every teacher keep abreast of the times, up-to-date as far as the high lights of civilization are concerned. I am taking it for granted that your question does not relate to professional reading. A cultural background is also necessary for the right atmosphere, the historical background that a teacher should give her work from day to day as she teaches. Without such an academic foundation her classroom teaching and her influence are thin and mechanical. Teachers should get this idea firmly planted before they leave normal schools and colleges, but if they don't it is a supervisor's or superintendent's job to see they get it in service.

Some of the ways you can encourage teachers to read are courses in literature, history, and current events; making access to books and magazines easy through the teachers' library; bringing book talks by noted critics to them; having book and magazine clubs and encouraging hobbies which will naturally promote reading.

Just now as the summer approaches I am sending out a sheet headed "Have you read—" and containing a list of books, not professional books, but biography, books of travel, fiction, poetry and philosophy.

The personality of the superintendent and supervising staff can color the situation if they are great readers and radiate the love of books as they meet the teachers, dropping the word "Have you read this or that?" where it is needed.

All your teachers should know your belief that everyone, teachers especially, needs to read widely today to understand how people are living, thinking, and working together, and that if you haven't time to read you haven't time to teach.

363. Has the superintendent any duty toward parental education? (Texas.)

Parental education is one of those outside agencies which are of great assistance to a school system and as such should get the co-operation and friendly support of the superintendent. He should never be led into trying to carry the thing on or head it up. That is a grave mistake. He has all the irons in his own fire that he can watch without taking on parental education. Advice and suggestions as to sources of information may come from him, but parental education must be run by parents if it is to succeed. Even as a parent he comes first as a superintendent, and his role is friendly encouragement.

364. Do the stunts at a circus hold life too cheap for our children's good, and if so, what should our attitude toward the circus be? (New York.)

From an educational point of view the circus is a two-sided problem. It brings us the animals and the joy of performance, legitimate performance, feats of skill and beauty by both beast and man. On the other hand we face another side, a side of drawbacks of which great feats of daring that seem to place life in a game of chance, a throw of the dice so to speak, is, of course, wrong psychology, wrong philosophy. So our problem becomes: How can we get the best out of the circus while it lasts, and avoid or counteract any wrong influence?

First, let us face the fact that circuses have improved from many points in the last few years. Cleanliness, humor, ventilation, feats rather than freaks, etc., all have become better. Automobiles have meant that our children have been going to parks, seashore resorts, and so on, therefore the need of the circus has lessened, the number of companies become fewer, and the circuit confined to the larger places. When the circus comes to your city or town you have to face the question of picking out the good and bad. Life is a beautiful thing, a divine obligation, and you cannot approve of unnecessary or purposeless risks. Thrills at that expense are senseless. Your pupils can understand this. This attitude, which people are taking more and more, has cut down many of the objectionable stunts, and we must still keep on thinking and talking this way. Circus parades are in your mind no doubt. Will you let the children out to see them? That is a local question every time. If your children will get more from that hour or two off—yes, by all means. If not—no. You will have to weigh and balance, and decide when the occasion arises. Shooting men from cannons and other breath-taking chances with life for a thrill can hardly be approved by school people, who are teaching the great value of life, but as long as circuses are with us, to condemn them as a whole would be worse than futile. Our only course is to point out the good and poor points, so that our boys and girls may get the power to see clearly as well as feel and decide for themselves.

The School Janitor in the Small Town

By A. J. HUGGETT

Superintendent, Lake Orion, Michigan

MUCH has been written concerning the importance of the janitor, engineer or custodian in the scheme of things for which the superintendent is responsible. We know, for example, that the janitor has contacts with a stratum of the populace that the superintendent and teachers never can get in contact with, and that if this individual is properly informed in respect to your plans and enterprises that he can greatly help you in keeping this class of people informed. We know in a general way that the janitor keeps the building warm and clean, and that he rings the bell in the morning and at noon.

How many of us stop to think of the other duties that this jack-of-all-trades does for us? He verily is a paragon of virtues! His work should be sung about as well as the work of the instructor, because he is probably just as important in the scheme of things as is the one who dispenses the knowledge.

He, first of all, must be a man of good character, coming into contact as he does with the young life about him. And how well he satisfies this requirement. We wish all parents did as well in setting an example as he does.

A good janitor doubtless saves the administration many rough bumps. For example, in our school we have a man who can do just about anything in the way of the building trades. We are occupying a new building, and you all know how tender people are of their new structure at first. After awhile this wears off, and ordinary wear and tear is expected. But not at first. The slightest accident to any part of it is nothing short of vandalism. We all know that boys will be boys, and girls will be girls, no matter whether they are in an old building or a new one, and that occasional little accidents are bound to happen. For example, again you will have to pardon the personal, the other day a boy thoughtlessly tossed a baseball up against one of the inside walls. Wooden lathe and good plaster would doubtless have stood it, but not our metal lathe and poor plaster. A hole in the plaster the size of your head was the result. As this was in the main entrance where every visitor would be sure to see it, it was somewhat embarrassing. Fortunately, our custodian possesses a knowledge of plastering along with his other virtues. Soon the spot was repaired and repainted, and very few ever knew the difference. So on *ad infinitum*. For example, he is now repointing the roof tiles which make up the coping. The masons apparently did not use a good enough grade of mortar. If we had to hire this work done it would cost us quite a good deal.

Now in regard to heating, ventilating, plumbing, etc. Anyone that thinks that it is easy to look after these things in a modern school has another guess coming. We confess that outside of knowing where the fans shut off and on that our knowledge is practically nil of the ventilating system. How fast should the fans be run? How often should cold air be sent around the building? How do you set the thermostats? How hot should the air be, which is being circulated? How do you heat it? Can you answer these questions? We'll guarantee that your head janitor or engineer can if he is any good at all at his job.

Does your janitor repair water pipes, pack faucets, unplug toilets, etc? Ours does. If we had to have a plumber every time something went wrong with the plumbing, we would be having one most of the time.

Who helps the teachers with their parties? The janitor. Who fixes Christmas trees for them so that they will stand up? The janitor.

And so on indefinitely. Fortunate is the school that has a good janitor, and unfortunate is the one that does not. A real good one is a priceless gem, so let's appreciate him.

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Teachers Versus Psychologists

By ARTHUR DEAN

The difference between what the teacher thinks is important with reference to her pupils and what the psychologist sees as pupil problems, is most striking.

Teachers stress the importance of problems relating to failure to learn, dishonesty, disorderliness, and sex while psychologists or mental hygienists consider unsocial forms of behavior most serious.

E. K. Wickham, in his book "Children's Behavior and Teachers' Attitudes," reveals in a study of five hundred eleven teachers and the ratings of thirty clinicians on fifty problems of child behavior, a decided difference of opinion between teachers and psychologists regarding behavior. Teachers considered shyness, sensitiveness, unsociableness, fearfulness and dreaminess as among the least serious of all problems. Clinicians ranked these together with unhappiness, depression, easy discouragement, resentfulness, physical cowardice, overcriticalness at the very top of the serious list. These items in the mental hygienists' rating completely replaced the problems relating to sex, dishonesty and disobedience which the teachers ranked as most serious.

Nice Willie Is a Problem

When Johnnie is quiet he is absolutely no problem to a teacher. But to a psychologist a quiet child may be one of the greatest problems.

A child who is always on time, never absent and always ready to say "Yes, teacher," is the joy of a teacher's heart. But to a mental hygienist who can look ahead to the world's demands of initiative and independence, a nice little Willie-boy may be a tremendous problem.

You see, readers, the teacher has forty Johnnies and Susies in front of her. Unless they are orderly, obedient and studious she cannot do her job. The psychologist does not worry over forty cases at once. He sees only one case at a time and he thinks of how this one particular case is going to fit in with the world of affairs and what place that individual will hold in society.

Teachers are held down by the system and must consider the system as more important than the child. Psychologists are held down by the results of scientific investigation and look upon the child as something more important than any system.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Patience—I

The old philosopher smiled as he watched a black wasp gather its little mud pellet on the lip of the spring. He turned his head upward to note where it flew to an over-hanging rock above his head. "Master," asked one beside him, "why do you smile as you watch the black wasp?" "Because," answered the old philosopher, "I see men and women, armies of them, where now I see the wasp. Each rolling his little pellet of mud, each buzzing in his business, each fashioning his little jar. I smile, my brothers, because of his and their patience in the task whose beginning they know nothing of and whose purpose is a star hidden in the depths of ten thousand clouds." "Why smile at their patience, Master," asked one. "Under yon overhanging stone," said the philosopher, "behold the little mud jar of the black wasp. See how she has fashioned it! Is it not perfect? What precious element is it destined to contain that the potter fashions it with such care? Life, my friends, beside whose marvelous elixir oils and wines are but froth on the curve of the blue sea, and yet, the potter, the black wasp, knows nothing of the mystery for which he prepares a home no more than do the armies of men and women whom I see buzzing at this business of human life. Is it not amusing that the wasp and the man should labor so seriously and with such patience for a gain that their eyes shall never behold and of which their spirits are entirely unknowing?" "We do not understand," said the one. "Then I must tell you the story of Azab, the potter. While I speak watch well the doings of the black wasp and listen to the buzz of her wings as she goes back and forth over our heads.

* * *

"Ten thousand moons have waned since Azab, the potter, dwelt at the bend of the road that ran up to Erzerum over the hip of the mountain that forever grumbled. His cottage was thatched with straw of the third year that had lost its golden sheen.

" To redeem its unworthiness, flowers blossomed before it, for said Azab: 'The potter needs masters in his toil, from these I learn each day some valuable lesson. The cups of the flowers and the bowls of them are fashioned on the wheel of life beyond anything my hands can imitate.' Azab's wife was as a wrinkled oak leaf, brown and sharp-edged. Life had not been kind to her, but as though to redeem her wrinkled leathery skin of face and hands, her eyes bloomed with an inner loveliness. As Azab looked upon her he smiled and said: 'The Master has fashioned her roughly, but in her I see the marks of His blessed hands.' Azab's daughter, Merza,—how shall I describe her to you? Have you seen a hollyhock standing straight and tall beside a gate, its green leaves resting on the posts and a golden bronze upon its flowers where the bumble-bee drones the happiest of songs? So was Merza, the gentle one, when she went out the gate with her father's earthen pot upon her shoulder, her rings of bright copper in her ears and her head held high facing the rising sun. When Azab looked on her he said: 'Shall there be darkness in my spirit where the sun shines, shall there be sadness when her laughter rouses up joy like a singing bird? She came singing from the Master's hands. May He preserve her song unto the end." And Azab's son, the stalwart Jophar. Have you seen a tree of Lebanon facing the storm,—a cedar I mean,— its tall top laughing and rollicking with the wind? So was Jophar, and when Azab looked on him he said: 'The clay is of fine texture that is in him. Nobly has his spirit turned it. I wonder what vintage it shall ripen to the Master's use!'

"Now it happened that Azab, himself, was of a nature superior in spirit to the people whom he served. As he looked out through his open door between the lapses of his whirring wheel, he sought beauty hungrily, whether it drifted by on a butterfly's wings or shot to him on silver arrows when a bird sang, or came mistily and clad in blue gauze where the rains trod gently on the heads of flowers;—where beauty beckoned, there Azab went, his thoughts like yonder black wasp, rolling up little pellets of loveliness to build into the house within which he treasured all his dreams. Of an evening his son Jophar would come to him out of the wild poppy fields, or from the peaks above, and sit by his side and the two would talk.

(To Be Continued.)

Patience—II

"My son," Azab would say at such times, "you see me sitting here day by day, whirring my wheel and turning out jar after jar, each one like to its fellow as two poppy pods. The jars that are within me are not so. Each one is different. Each one has moulded into it a new beauty. Lest you think all this is but idle talk, see what I have done with my spare time since dawn." Then Azab would draw back a curtain and bring forth an unbaked jar, still moist and soft to the finger's touch and of such sheer beauty that Jophar would exclaim at sight of it, and Merza would come running on light feet with clapping hands. "It is beautiful!" Jophar would say. "It should bring a great price. Set it in the kiln and bake it, lest its beauty be lost. Let the fire harden it, my father! Make room for it, this very hour, in your crowded kiln."

Azab then would look on his son and daughter and say: "Your joy in it is enough. Your mother also found joy in it, watching me lift it up out of its bed of clay. In the marketplace it would bring nothing. Our friends who have need of jars wish only those which fit their callous spots. To the round of their shoulders and the hard curve between thumb and forefinger, the last jar must fit like its broken fellow. Watch them, my son. See the young women going up to the wells with the old women's jars on their heads and shoulders. The water they find, alone, is new. That flows eternally fresh and wonderful out of the cool earth. Now as for setting this jar and its fellows in the kiln, that cannot be, for do you not know that every inch must be given up to the common jars, that we may change them for the little gold we need for keeping life within us? No! Beauty must ever wait on necessity." Then Merza would lift the new jar and turn it round and round in her fair hands and balance it on her dark hair and say: "Place it in the kiln, my father. Tomorrow I shall take it to the well at dawn. What care I for the jeers of the others? They are but sheep; beauty has little charm for them. They change not from year to year. I shall show this jar tomorrow to the rising sun on the road to the well." Then Azab would laugh merrily and take the jar down gently from Merza's head and say: "Nay, you shall not carry it. Take, instead, a water jar like the rest. What young man, seeing you depart from the ancient jars, would have his heart turned towards you? No, no, such a one would shake

his head and say: 'I must beware of Merza. She has strange notions. She is not like the rest,' and so, my beautiful flower, you would waste your perfume like a blossom lost amid the desert rocks."

With such words as these, Azab would set the new jar, still moist and cool, behind the curtain with the others, and sit down, wagging his head, to begin again the endless procession of the common jars. Thus day followed day, the rumble in the mountain's heart keeping in strange rhythm with Azab's wheel. In the opening of a certain spring murmurs of war reached Azab's ears. The rumble was far to the North, but the murmur of it seemed to take body in the rumbling of the mountains, and Azab shook his head sadly. "The earth trembles," he said, "under the tramp of iron feet. Is it not sad, dear wife, that men slay one another for some paltry gain? An acre of good ground, a grove of cocoanuts, a vineyard, a donkey load of these jars of mine. What profits it to gain such things and lose the peace that comes from using one's hands and mind in doing useful things? I cannot see the profit, but there are those mighty ones who do. Now, as I look out on Merza, sitting there in the sun, before our door, weaving her bright rug, I fear for her. She is in the full, golden bloom of youth and beauty, and the eyes of men are drawn to her like hungry bees." "Have you noticed," answered Azab's wife, "how the mountain trembles! Jophar told me last night, as he ate his bread, that on the higher peaks, across the valley, rocks tumbled with a great noise over the cliffs. Nature seems sadly disturbed. While you fear for Merza, I fear for Jophar toiling there with his sheep under the high cliffs."

(To Be Continued.)

Patience—III

One bright morning the rumbling in the heart of the mountain ceased. Out of the West came a rider, bearing news of peace, also, from the armies in the field. A new master had come to Erzerum. Azab went with the others to the marketplace to hear the words of the sultan's messenger. "Your master," said he, sitting on his horse like a conquerer, "sends you greeting. As a sign of your loyalty and good will he asks a slight favor at your hands. From every village must be sent, within three days, the fairest of your maidens, a horse that is swift of foot, and a hundred pieces of pure gold. Do this, and you shall have peace, do it not and it would be better that the mountains rise up and fall on you."

Azab went back to his wheel with bowed head. "Dear wife," he said, "evil has overtaken us. Peace has brought only the edge of the sword. Before night the elders will come to take our Merza from us." "Perhaps," said the woman, "they may accept our thirty pieces of silver, instead." Azab shook his head and turned his wheel wearily. The lump of clay under his thumb and forefinger sprang up into a graceful jar. Lovingly he turned the lip and caressed the brown sides. It was not a common jar he moulded on his wheel, but one of strange beauty, the pattern for which he had found in a tulip's lifted cup. When evening came it brought with it the elders, as he had foretold. "There is no fairer maiden than your Merza," they said. "She becomes the price of peace." Azab lifted up his eyes. "Peace?" he asked. "Whose peace?" and they could not answer him, but turned away their heads. Then Merza came and stood in the doorway, near her father. "I shall go," she said. "If I go not, then this sorrow must fall on another. Who knows what time has in store for me? I shall take with me one of my father's choicest jars, which you must fire in the kiln and fill with golden honey. I shall go up to the Sultan with the jar upon my head."

(To Be Continued.)

Patience—IV

When she had gone in the dawn of the third day, Azab and his wife sat side by side and wept, and Azab's tears dropping, made round holes in the clay in the tub between his feet. When Jophar came in the same dusk and heard the sad news, his hands trembled, then he hurried away to be alone with his grief among the peaks. Before letting him go, Azab laid his clay-stained fingers on his arm and said: "We have but one consolation. She is the price of peace." "What peace?" asked Jophar, repeating his father's words to the elders, and this time Azab could not answer him.

Not until Jophar returned in the next dawn did Azab cease from whirring his wheel and building up his jars out of clay. It rested him to see each rise, taking on shape and beauty under his hands. When he looked at the night's work, which the sun revealed to him, he saw nothing that he could sell upon the morrow. Each jar was different from its brother; each carried in the clay that bore his finger marks, some lovely impress of the spirit that sorrowed in him as he toiled.

"I shall never fire them," he said to Jophar. "Like dreams they have come to me and like dreams they must fade away. Alas, my son, why do such dreams come to me? Why do my hands build them up out of this clay? Is clay so mighty that it calls for them merely to glorify itself, or is it the immortal spirit seeking outlet through the clay? If it be the immortal spirit, then the real work I do is not in the clay at all, but in the spirit; and therefore, it matters not, once the clay has been given form, whether it keeps that form or not. It is like a golden flower, Jophar, when it fades is the form lost? We know it is not, since it comes back again and again in other springs to bless the earth with its message. I think, Jophar,—of course I do not know—I think the Master has strange, unseen ways of treasuring for Himself and ourselves and for the world of men, each beautiful thing that our hands work upon."

A year went by and sudden shudders shook the mountain side, and the rumbles deep down in the rocks were like those of pent-up beasts. Azab looked at his sad-eyed wife and shook his head. "My wheel," he said, "does not run true because of the shuddering of the earth. I fear some sorrowful thing is just ahead of us. This life is such a mystery. To what purpose do I make jars, and another prune the vines in his vineyard? If I but knew—Today, I looked behind the curtain at my beautiful jars. Shall they be broken back into formless clay? In the breaking of them shall all that is best in me be broken also, and go formless again into that void from which I raised myself? Dear wife, that cannot be. Once we have looked upon the work of our hands with joy and dedicated it to service, we shall live on; we have entered into partnership with God. Our eyes see dimly through this flesh of ours, but yet I know there is a purpose in the world in which both you and I have part."

(To Be Continued.)

Patience—V

As Azab spoke, a messenger entered. "Azab," he said, "Merza is dead." Before Azab could turn to comfort his wife, the earth shook beneath his feet. A roaring as of a mighty avalanche burst upon him, and a white-hot breath rolled down from the mountain, searing and blasting every living thing.

Azab, his wife, and the Sultan's messenger crumpled gently forward and yielded up their lives.

The philosopher paused and bent down to watch the black wasp toiling in the mud.

"Master," said one standing near. "What of the jars?"

The philosopher smiled and nodded his head.

"You will recall," he said, "that the jars into which Azab had moulded all

(Continued on Page 626)

EDUCATION IN ACTION

Student Fads Nipped in Bud

The Dartmouth "shorts" influence was seen at Smith College, recently, when a few members of the senior class, wearing caps and gowns, appeared on the campus without stockings. Most of the approximately 450 seniors wore hosiery, however, and it was indicated that the stockingless minority held little hope for a general adoption of the bare legs fad. While shorts may be all right at Dartmouth, they are "out" in the Lynn (Mass.) Classical High School. Principal Fred Mitchell made that much plain when he got wind of the plans of the "Sports Club," which about twenty-five pupils had organized. The lads planned to break out their shorts the first warm day. They had the shorts secreted in the school and intended to dazzle all with a glittering array of knobby knees. Some one whispered the news to Principal Mitchell. "There will be none of that in this school," he announced. "Pupils will wear regular clothes and will not appear in unreasonable attire, at least while school is in session."

Sex Questionnaire Causes M. I. T. Stir

Distribution of a sex questionnaire by a graduate student in Massachusetts Institute of Technology has resulted in his expulsion, it was revealed by Dean Harold E. Lobdell of the Institute. Seven questions of a superlatively personal nature were listed on the pamphlet circulated. They were to be answered anonymously, the purpose being "to obtain definite information from a representative student body, on questions concerning which there is at present only vague data and much misunderstanding." It was pointed out by Dean Lobdell that the questionnaire was sent out purely on the graduate student's own initiative, and was in no way connected with any psychological or sociological course, as there are no such courses in Tech.

Baby Carriage As Triumphal Chariot

Though hampered by a broken leg, Henry Patturelli, of Medford, Mass., is not letting this interfere with his education. Henry doesn't want to lose a day in school. He told his schoolmates so, and they immediately came to his aid. One classmate offered to wheel Henry to school and back daily. So Henry now rides to and from classes in a baby carriage propelled by his chum. Both boys are pupils in the fifth grade in the Lorin L. Dame School. Henry says he doesn't mind the inconvenience so long as he is able to go to school daily. His teacher, Rowena Graham, has commended him on his desire to keep up with his lessons.

Seniors at Rutgers Rank Studies First

The graduating class at Rutgers University prefers the Phi Beta Kappa key, awarded for scholastic merit, to the varsity "R," emblem of athletic achievement, according to the annual list of class preferences. The vote was 132 for the key to 38 for the varsity letter. Mussolini and MacDonald were adjudged the outstanding figures in world events by the seniors, with President Hoover third. It was the fifth successive year that the Fascist dictator has led or tied in that vote. Colonel Lindbergh and Amos 'n' Andy, radio comedians, who were taken collectively in the vote, tied for second choice after the President as the outstanding figures in the United States.

World Language Declared Needful

The phenomenal growth of international communication, especially by radio, and the consequent shrinkage of distances is emphasizing the immediate need for an international language, Dr. Alfred N. Goldsmith, vice-president of the Radio Corporation of America, declared recently before the International Auxiliary Language Association. "The exchange of Christmas greetings between nations and continents last winter, and more recently the broadcasting of reports of the disarmament conference in London showed that we are up against a fact, not just a theory," said Dr. Goldsmith.

Headline Writers Add to Language

How much has been added to the American language by the headline writers of American newspapers is a question which cannot be answered until posterity winnows out the chaff and incorporates the sound kernels, if any, in its enduring medium of expression. The chances are that a good deal will be retained and that it will be recognized that added richness has been created. Much which professors of English would classify as slang is employed in headline writing, but it is to be remembered that the slang of yesterday may become the standard of usage tomorrow. Corruptions and contractions of words which were frowned upon yesterday have been invested with patents of propriety today and tomorrow will be classic. The contribution of the headline writer to the language is notable above everything else for expressiveness. As the very purpose of language is to express a meaning in the briefest, and at the same time most graphic manner, it might well be that masters of this art might prove themselves worthy of the title of masters of writing and of speech. The headline writer is compelled to employ a style of which brevity and expressiveness are the chief characteristics.

Literary Exports More Than $3,000,000

American authors and writers of all types are doing much better than American business men in finding foreign markets for their products. Values of exports of commodities of all kinds from the United States in the first quarter of 1930 were about twenty-five per cent. less than for the first quarter of last year, but the Commerce Department reports that during the same period American books and pamphlets were virtually as much in world demand as ever. Literary exports of the United States for the quarter amounted to $3,244,000, against $3,362,000 in the same period last year. After the English-speaking countries, China affords the best foreign market for the American writer.

Faculty Pay Raise Provided at N. Y. U.

Salary increases for faculty members of New York University and the addition of new instructors have been provided for in a budget of $7,531,264.82 for the fiscal year beginning July 1, it was anounced by Chancellor Elmer Ellsworth Brown. The total faculty salaries in the new budget will amount to $4,024,805.12 against $3,587,788.49 for the current year.

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State-Wide Check On Truants Urged

A thorough check-up of boys and girls in every community to ascertain how many are not attending school and why, was urged by Frank W. Wright, Deputy Commissioner of Education in Massachusetts, at a conference of supervisors of attendance. He said it was the only way to be sure that every child is securing the education necessary to his or her future welfare and happiness. Mr. Wright cited instances where children had been kept out of school because of conditions that the state could have overcome had it known the circumstances.

"Tech" for Women Planned in Cuba

Construction of an industrial and technical school for women, thanks to a donation of $50,000 made to the government by Madame Rosalie Abreu, Cuban philanthropist, is to start almost immediately in the town known as General Machado, named after the President of the Republic and situated on the edge of Havana. Plans for the school have been made along the same lines as those drawn last year for the industrial and technical school for boys, which is now completed. Inasmuch as it is the first school in Cuba of a technical or industrial nature for women, it has caused considerable interest among the women of Cuba.

Educational Radio Council Organized

Organization of a national advisory council on radio in education has been announced by the American Association for Adult Education. The object of the council will be to "emphasize and develop educational broadcasting." John D. Rockefeller, Jr., and the Carnegie Corporation of New York have made possible the organization of the council through their financial support for the first year. Evering Tyson of Columbia University has been appointed director of the Council, which will have headquarters in New York. It will consist of fifty representative citizens interested in education. A series of local and regional councils are to be established and will supply information to chain, independent and college radiocasting stations. In general, the body will act as a clearing house for information of educational radiocasting.

Seeking a Niche For Henry Barnard

Educators have seldom been popular heroes, but from Socrates down there are a few whose names are permanently fixed in public honor. The unveiling recently of the bronze memorial to Horace Mann in the Hall of Fame marks the accession of an American teacher to the company of immortals. Now the suggestion is being made that to Mann's schoolmaster-contemporary, Henry Barnard, the one-hundredth anniversary of whose graduation from Yale is about to be celebrated, a place in the pantheon should also be given. First Federal Commissioner of Education, publisher of our first educational journal, founder of our first teacher-training institution and practical savior of the public school system, Dr. Barnard has a meritorious claim to the honor. "With the name of Horace Mann," says Dr. John H. Finley, "Barnard's name will always be linked as one who aroused public interest in public education, who convinced the people of the need of professionally trained teachers, of proper schoolhouses, of adequate educational apparatus, of sufficient educational literature and of a course of study adapted to the needs of all the youth of all sections of the country."

Women's Education Reaches New Stage

Dr. Katherine Blunt, when inaugurated as president of the Connecticut College for Women, stated that "today we are in the midst of a third period in women's higher education. The right of women to a higher education and their ability to profit by it having been proved, we are now free to experiment. We can attempt to adapt the curriculum to special interests of women, where or as far as such exist. Women as human beings with interests identical with men's, women as women, possibly with different needs—the two can well be considered side by side."

Spanish Teacher Called Laborer

Educators presumably work, but they are not usually rated as "laborers." Washington has been asked to waive an error in the passport of Samuel Gil y Gaya, visiting professor of Spanish from the Centro de Estudios, Madrid, to the University of Porto Rico, and to permit him an extension to enable him to give a summer course at Middlebury College, Vermont. When Professor Gil y Gaya applied for an extension, the Department of Immigration in Washington discovered that he had been classified as a laborer instead of as an educator.

Too Much Education Maketh a Highbrow

"A highbrow is one who has been educated above his intelligence," was the answer given by Ivor Brown, dramatic critic, to a question by Sir Ernest Wild, K. C., the Recorder, during a mock trial held recently at the London School of Economics. The "trial" was of James Agate, dramatic critic of the British Broadcasting Company, who was charged with "falsely pretending to be a highbrow." He was found "not guilty."

College Graduates Face Serious Job Shortage

College graduates are facing a grave unemployment situation this June, according to Mrs. Harriet M. Lowenstein, head of the Bureau of Occupations at Hunter College. The usual number of office positions available at this time has been cut in half, she said, and the college girls will have to take temporary positions as waitresses, companions and kindergarten workers. Mrs. Loewenstein stressed the need for cooperation between the business organizations and the colleges. Frequently, she said, business employers do not know that there are employment bureaus in almost every college, where intelligent and experienced girls can be obtained without fees.

Paying Teachers By the Cubic Inch

Paying the teacher for what the student actually learns is a contribution to efficiency engineering just being tried out in Montgomery County, Va. Pupils receive tests at the beginning and end of the year, and the classes which have learned the most entitle their instructors to a $200 bonus. So far the results are reported as successful, and may seem to point to the solution of the eternally vexed question of how to pay teachers according to value received. Those who think in statistics will be interested to know that under this plan, twenty-five per cent. fewer teachers have given thirteen per cent. more pupils one and one-half times as much knowledge as under the old system. Meanwhile, the average teacher's salary has substantially increased, while the total salary cost has decreased. Another feature of the plan gives the teacher ten cents a day—in addition to his salary—for every child

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present. Miraculously, John and Susan have responded by showing their shining morning faces far more regularly than in any previous year. The only shadow of doubt is cast upon this panacea by the progressive educator who suggests that all education is not knowledge of facts and that greater real gain may be made by the child who, during the year, has acquired an independent habit of thought. Perhaps, after all, some improvement remains to be made upon this educational C. O. D. method.

University of Florida Has Pan-American Outlook

Faster than even the best-informed realize, the university is ceasing to be a standardized storehouse of the learning of the past and is taking on a present-day individuality. The conferring, for instance, by the University of Florida at its coming commencement of an honorary degree on Dr. Orestes Ferrara, Cuban Ambassador to the United States, serves only to emphasize the place that university has already taken as a kind of liaison office in the culture of the Americas. Located in the sub-tropics and as accessible to Central America as to the Western United States, the university has recognized its fraternity in climate and interests with Latin America. Deliberately it has adopted a kind of inter-American educational program. Courses in trade relations of the Americas and in Latin-American history and languages are regularly offered. And preparations are being made for the teaching of English to Spanish-speaking students. Meanwhile the College of Agriculture and its experiment stations throughout Florida are carrying on research of immediate interest to all countries on the Gulf of Mexico and the Caribbean. Special courses in tropical and sub-tropical fruit culture, in the control of fruit insects, in quarantine regulation and in agricultural marketing treat problems common to all. Thus, socially, linguistically and economically, the university becomes of service to all of its neighbors.

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Students Unpopular As Cow Chaperons

The old collegiate custom of chaperoning a boatload of cattle to Europe during summer vacation and then "jumping ship" for a junket on the Continent had better be abandoned this year, W. A. Tinker, secretary of the Intercollegiate Y. M. C. A., warns. With unemployment what it is, the docks thronged with idle seamen and shipping companies wary of the collegians, whose passage they are generally forced to pay back to this country, Mr. Tinker believes this would be a good year for the college man to stay at home, unless he has money to travel on.

Drinking Causes Ban on Open House

The faculty of the Rhode Island State College has banned "open house" fraternity dances on inter-scholastic track day or the days immediately preceding and following that day, Dean John Barlow, acting president of the institution, revealed recently. Drunkenness among high school students and other visitors at such dances was a contributing cause for the ban, the dean admitted. "Generally unsatisfactory conditions," extending over several years, rather than any specific instances, led to the action of the faculty, Dean Barlow said. Students in Kingston, where the college is located, are said to favor the ban on open house dances when large numbers of visitors are present because of the antics of high school visitors. The faculty will permit open house dances on other days when the number of visitors is not so large and a proper check can be made, Dean Barlow said.

University of Chicago Students Stage Riot

A riotous demonstration by nearly 500 University of Chicago students recently as a protest against the campus activities of "dry snoopers" caused police to patrol the university's grounds as a safeguard against further outbreaks. The students, who gathered on the campus late one night and started a huge bonfire, engaged police and firemen in a strenuous battle and were not dispersed until they had been thoroughly drenched by a high-pressure fire hose. Immediate investigation of the mob demonstration was ordered by university deans, and four students were arrested as ringleaders in the riot. Resentment arising from reports that undercover operatives of the federal prohibition department were to be present at all future rehearsals of a play soon to be given by the Black Friars' Dramatic Club was said to have prompted the demonstration.

Yellow, White Or Smoke Color?

For two years the school board of Somerville, Tenn., had argued as to whether Taylor's Chapel, Negro school, should be painted yellow or white. The "whites" finally won, but the building burned that night at a loss of $8,000. County authorities began an investigation.

Teaching the Child To Do, Think and Feel

A modern school recognizes that it should develop within children four powers, declares R. G. Reynolds, principal Horace Mann School, New York City. "First, the power to know things that are worth knowing, and contrary to popular belief, to know them well," explains Mr. Reynolds. "Progressive education, however, reaches out beyond the three R's and puts the child in touch with knowledge which has to do with the world of things and affairs about him. It believes that knowledge of the great social problems which face the world should be given to the child. It is not afraid of facts. Second, the power to do things. This is an age of action, and the belief that we learn how to do things by doing them is part of the philosopy of modern education. The potentiality of a child to create something of his own is recognized and encouraged. Creation and development of his own ideas is considered as important as the memorization of ideas already put forth by some one else. Third, the power to think things. The modern school believes that a modern child should be taught to think for himself and that the function of the school is to teach him how to think straight. To quote Dr. Harry Emerson Fosdick, "There is nothing so wonderful as to see a boy take charge of his own mind." The school should encourage him to think about realities—things of the present as well as things of the past. Fourth, the power to feel things. Nothing great was ever done or said that was not first greatly felt. A modern school strives to develop within a child a feeling for the big forces of life and the powerful things in the world. Ideals are a part of its program."

The BOOK TABLE

THE FUNDAMENTALS OF PUBLIC SCHOOL EDUCATION. By Ward G. Reeder, Ohio State University. Cloth. 580 pages. New York: The Macmillan Company.

This book deals with more situations, simple and complex, in school and community, than we have seen in any other 600 pages. It represents wide reading and clear thinking. It is largely free from prejudicial propaganda, which often makes a book of this kind utterly useless.

The author has an unusually happy way of having the reader feel that he is expected to do his own thinking and draw his own conclusions.

The book is remarkably constructive, and is interestingly free from any destructive tendencies.

BASKET BALL FOR TEACHERS AND PLAYERS. By George F. Veenker, University of Michigan. Cloth. Illustrated. 232 pages (6 by 9). New York: A. S. Barnes and Company.

Basket ball has passed the play stage for amateurs, and is as much of a science and art as boxing and fencing, and high school schedules are classified into seasons and years as distinctly as in football.

The A. S. Barnes Company has been the chief agency in providing classical literature, so to speak, in dignifying high school games into a creation in education, which is of high advantage, physically, professionally, and financially.

PROBLEMS IN ARCHITECTURAL DRAWING. Book Two. Masonry and Steel Construction. By Franklin G. Elwood, head of Department of Architectural Drawing, Mooseheart, Illinois. Cloth. 88 pages (8 by 10). Peoria, Illinois: The Manual Arts Press.

Professor Elwood rendered notable service to students of architecture when with the Bradley Polytechnic Institute at Peoria, Illinois, which he has intensified since he became head of the architectural and mechanical drawing at Mooseheart.

This is not only a masterful treatise on the various phases of masonry and steel construction in structural design, strength of material, and designing data for wood, steel, masonry, and reinforced concrete design, slab designs, designs of rectangular beams, columns and footings, etc., but it is dominated by superb common sense.

There are nine complete problems which bring into action all important principles and practices of concrete and masonry. The formulae are so stated that a student having a knowledge of simple algebra will encounter no difficulty in applying them. Key plans, elevations and details are presented, from which the student, with the aid of supplementary reference material, can make a complete set of working drawings for each building.

EDUCATION AND INTERNATIONAL RELATIONS. By Daniel Alfred Prescott, Rutgers University. Cloth. 170 pages. Cambridge: Harvard University Press.

We have seen no study of "International Relations," by any one or for any purpose, that is at all comparable to this study of Professor Prescott. We esteem the opportunity to read this remarkable book, a genuine contribution to my education. I am not sure that at my age I am reconditioned in all of my traditions, but I am sure that I shall never think of international relations without the subconscious influence of this faithful picture of the World War, and its civic, social, and moral effect on France and Germany. It is a noble contribution by the experience of a young man who was at the front at nineteen, and who was vitally "reconditioned" in twelve years.

GOOD GAMES. By Jean Hosford Fretwell. Illustrated by Keith Ward. Cloth. 160 pages (6 by 9). 536 South Clark Street, Chicago: Rand, McNally and Company.

The importance of games is determined by where they land the player. Games that a child will enjoy by himself are of infinite value as compared with a child who is never contented unless he is teasing somebody to entertain him.

A game that good children enjoy because it promotes friendly rivalry and magnifies friendship is of inestimable worth as compared with a game that breeds envy, jealousy and prejudice.

School games are usually of the better kind, and Jean Hosford Fretwell's "Good Games" are in every sense games that are good. There are good games for children of various ages, for a child to play alone, for two pals to enjoy. There are neighborhood games, seasonable games, physical and intellectual games.

This is an attractive book, safe and inspiring. It will pay for itself many times over in any home or in any school.

PUPIL ACTIVITY ENGLISH SERIES. Book Eight. By Thomas J. Kirby and Millington F. Carpenter, both of University of Iowa. Illustrated by R. M. Brinkerhoff. Cloth. 425 pages. New York and Chicago: Harcourt, Brace and Company.

As in the previous books of the series the whole plan is to have pupils have something to say and then know how to say it attractively and at the same time correctly. The old-fashioned way of having children write correctly always ended with correctness. It was good, but usually good for nothing.

In the Pupil Activity English Series the rule is that it is not worth while to write anything correctly unless it is worth something after it is correctly written.

EDUCATIONAL PSYCHOLOGY. By Walter S. Monroe, University of Illinois; James C. DeVoss, State Teachers' College, San Jose, California; George W. Reagan, University of Illinois. Cloth. 607 pages. Garden City, New York: Doubleday, Doran and Company, Inc.

The chief characteristic of this "Educational Psychology" is that the authors have in mind, at all times, helping the student as he is, rather than trying to make the student fit their preconceived notion of what he should accept as a dose of their psychology.

Educational psychology is the one phase of education that cannot harness any group of children, even in a family, and expect them to do team work at the snapping of a psychological whip.

In millions of finger prints no two have been found alike, and mentally there is infinitely more individuality than in the finger tips.

Finger impressions are so scientifically organized that given a man's finger print they can tell quickly whether or not they have that record.

The infinite number of mental individualities are so scientifically responsive to stimuli, that it is quite easy to locate special mental activities, but there is no psychology that will tell the result of the combination of mental tendencies in any child.

The charm of this text is that the authors seem to realize that each child must be studied for his combination of complex mental activities. We enjoyed the book greatly. It has benefited us, and we are sure that it will benefit any reader.

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GRINS BETWEEN GRINDS

No Temptation

Little Leslie had returned from school with his term's report, which his father studied in silence.

"Leslie," he remarked, when he had laid it aside, "you're not doing so badly, but I am sorry to see your general behavior is not as good as it might be. If you can improve it next term, I'll give you a watch."

The small boy gave the matter a certain amount of consideration before he answered.

"No, daddy," he replied, finally, "I can't accept your offer. I'm having too much fun at school." — Stray Stories.

Absolutely

John: "Why do dentists call their offices dental parlors?"

Bob: "Because their patients would feel too bad if they called them 'drawing rooms!'"

Doesn't Deserve Any

Little Louise had been reprimanded by her father for misconduct. When she went to bed that night she prayed thus:—

"Dear God, please don't give father any more children. He doesn't know how to treat the one he has." — The Parents' Magazine.

Both Absent

"As I was going over the bridge the other day," said an Irishman, "I met Patsy O'Brien."

"'O'Brien,' I says, 'how are you?'

"'Pretty well, thank you, Brady,' says he.

"'Brady?' says I. 'That's not my name.'

"'Faith,' says he, 'and mine's not O'Brien!'

"With that we looked at each other, and sure enough it was naythur of us!"

Boss of the Goldfish

"Who is really the boss in your home?" inquired the friend.

"Well, of course, Maggie assumes command of the children, the servants, the dog, the cat and the canary. But I can say pretty much what I please to the goldfish."

He Knows Women

Customer: "To what do you owe your extraordinary success as a house-to-house salesman?"

Salesman: "To the first five words I utter when a woman opens the door: 'Miss, is your mother in?'"—Capper's Weekly.

One of These Far-Off Stations

Husband (feeling a twinge in the back while he is tuning in the wireless receiver): "I believe I'm getting lumbago."

Wife: "What's the use, dear? You won't be able to understand a word they say."—Selected.

Well Deserved

Finding his audience very difficult to please, a comedian cracked another joke and added: "I suppose you will laugh at that next year?"

"No," said a voice, "but we did last year."

Questions in Proper Order

"But can you cook?" asked the prosaic young man.

"Let us take these questions up in their proper order," returned the wise maiden. "The matter of cooking is not the first thing to be considered."

"Then, what is the first?" he demanded.

"Can you provide the things to be cooked?"

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Character Chats

(Continued from Page 620).

his beautiful dreams, stood behind the curtain, unfired and easily broken. This happened. The heat of the great blast out of the mountain's heart hardened them, and the hut of Azab, bursting into flame, became a raging kiln that fired them to a beautiful brown, over which the glazes ran in lustrous lines like wings of butterflies, seined in a rainbow lake, like fishes, in a net of dark, crackled veins.

Over the walls of the hut and the jars rained a pouring of white ash. Day and night it rained until the walls were gone, buried in a full fifty feet.

In the spring of another year, when the vast mountain had grown still, and no longer breathed forth a fiery death, Jophar came and lifted up his arms and wept at the desolation of it all. Who shall place a value on the sweet memories that came to him as he lifted up his eyes?

Most tales end here, for death ends many, many tales, but Azab and his jars rise up out of the ashes on another day.

A new day bursts upon earth and men ride roaring across the clouds; men dig into the mountain side for traces of forgotten days and as they dig, they come upon the walls of Azab's hut, and within the walls they find the precious jars, unhurt, splendid, standing in all the glory Azab gave them, with a new glory added by the fire. These men of the later day look upon the jars with shining eyes and say:—

"What workmanship! What beauty has this potter given to his art. Each jar is worth the ransom of a king. Let us place them in a marble palace and set about them a guard of men that their beauty may not be lost, but linger as an inspiration to all ages after us."

Thus did this wasp, Azab, labor, building his jars, unknowing why he built, or for what purpose, unseeing how the fire within the mountain's heart should labor with him—content to give an humble housing to the beauty that surged up from his spirit.

"Think you not," the old philosopher added, "that yon wasp is aided, too? Forces, before which the worlds tremble, stir in the mud about her feet, fan the hot air about her wings, and lend a cunning to that brain of hers. Beauty, my friends, has many helpers, seen and unseen.

"As for man,—the Master is ever present at the toiler's side, His shining eyes intent upon the workings of the groping human hands."

Stop Whipping Children

By Alice Park

Most parents believe they have a right to strike their children, and slapping, spanking and whipping, especially of small children, are common. Only a generation or two ago these practices were far more numerous than they are today.

Not only has whipping in public and private schools diminished almost to the vanishing point, but reform schools show the same tendency, and it is expressly forbidden in several such institutions. One state reform school reported immediate improvement in conduct of 179 boys of all ages, when the new rule went into effect. But family discipline, though infinitely easier, includes much slapping and spanking, and threats of blows. When punishments are known to be extremely severe, neighbors and officers sometimes interfere in behalf of the victims. For one such case which becomes public, there are hundreds where the parent is sole judge and witness, and there is no court of appeal.

Any discussion of the subject of the corporal punishment of children is almost sure to include the false statement that "the Bible says 'Spare the rod and spoil the child.'" The Bible concordance contains references to rods and to whipping. But the quotation everybody has heard and many have quoted, is not from the Bible, but from Hubidras, a humorous poem written in 1663 by Samuel Butler. It is line 843, first canto, second part.

There is a story and a text in the paragraph which has been printed as a newspaper joke. It is not a joke. It is as follows:—

The parent was sure he had inflicted the right punishment upon the child. To make the lesson complete, he asked: "Do you know why I whipped you?" "Yes," answered the child, "because you are bigger than I am."

Consider this difference in size between a parent and a young child. If a giant ten or twelve feet tall stood over a man or woman and dealt out blows for infractions of giant-made rules, the parent might realize what he now does to children. He probably does not know either the pain, the physical injury, the nervous shock, the mental effects, nor the effects upon the other children in the family. The effect upon the mother or father is another subject.

Spanking and whipping children diminish at just the age when children are big enough to hit back, and end when they can really defend themselves. Their later offenses are frequently more disobedient, more deliberate, more serious, and more aggravating, and large children are more responsible as individuals, but the parents control themselves.

Children who have been asked how they felt after being spanked or whipped have said that it made them want to hit somebody, anybody. Since they didn't dare hit their mothers or fathers, they had a strong impulse to hit other children, or to kick the dog or the cat. One boy said: "It made me feel ugly all day."

The pain is greater than a grown person realizes. The injury to the heart is sometimes permanent. Spanking and whipping stimulate the organs of sex. The nervous effects are such that the same child frequently offends again within the hour. Feelings of bitterness, hatred, and even revenge, rankle in the heart of the child. The fear engendered in the mind of the victim and of the other children is wholly bad. Parental control that is wise and good cultivates a child's self-respect, as well as respect of parents. Whipping is destructive of self-respect. In some ways this is its worst result.

The faults of little children are largely the results of ignorance, accident, and the forgetfulness of immature minds, on the one side, or the far-off adult point of view on the other. Grown persons would justly resent corporal punishment visited upon them for ignorance, accident or an unknown point of view. Children try harder to fit themselves into a grown people's world than parents try to make a world for children.

How can any parent have the opinion that children may be taught not to hit or strike others, by being hit? How can any parent whip a child for a fault which is plainly one of inheritance? How can parent or teacher who resorts to physical violence hold up the common rule of our so-called civilized society, "Never hit anybody smaller or weaker than you are, nor any one who is defenseless."

Reasonable deprivations or punishments take time and brains and self-control. They imply an interruption in adult occupations and interests, and a temporary devotion to the education of the child. The parent who is preoccupied, or ignorant, or selfish, or tired, is not in a condition to be a judge over a dependent, and therefore in no condition to inflict any punishment whatever.

To save time, or to save thinking, or to cut the interruption to the fewest possible minutes, cowardly blows are struck.

Present-day newspaper and magazine discussion of corporal punishment increases, and it is nearly always against physical violence. This is a sign of progress. As public condemnation increases, family violence will decrease.

Children cannot defend themselves. Teachers and parents who have a high standard of conduct should speak and write in strong terms condemning the corporal punishment of children, and should testify that it is actually easier to train children by kindness than by physical violence.

Parents and teachers who approve or condone the whipping of children should study both physiology and psychology.

Read Herbert Spencer's book on Education, a standard work. Read, especially, chapter three, which deals with family discipline. Spencer gives many helpful illustrations of child offenses and reasonable solutions of family problems.

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